

ABSTRAK

EFEKTIVITAS MODEL PEMBELAJARAN *FLIPPED CLASSROOM* DALAM MENINGKATKAN KETERLIBATAN RANAH KOGNITIF DAN RANAH AFEKTIF SISWA SMA KELAS X MATA PELAJARAN INFORMATIKA

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Rendahnya kemandirian dan keterlibatan aktif siswa menjadi tantangan pada mata pelajaran Informatika materi Berpikir Komputasional. Model *Flipped Classroom* menjadi solusi, namun sering terhambat oleh kurangnya kesiapan belajar mandiri. Oleh karena itu, penelitian ini bertujuan untuk mengetahui efektivitas model *Flipped Classroom* berbantuan modul PDF dan kuis interaktif *ZEPQuiz* terhadap peningkatan hasil belajar kognitif dan afektif siswa di SMA Gajah Mada Bandar Lampung. Penelitian kuantitatif ini menggunakan metode *Quasi-Experimental Design*. Teknik *purposive sampling* digunakan untuk membagi sampel menjadi kelas eksperimen dan kontrol. Data kognitif dikumpulkan melalui tes, sedangkan data afektif melalui penilaian diri, teman sejawat, dan observasi. Analisis data menggunakan *Independent Sample T-Test* dan *N-Gain*. Hasil penelitian menunjukkan penerapan model ini terbukti efektif. Pada ranah kognitif, kelas eksperimen memperoleh rata-rata *N-Gain* 0,6883 (kategori tinggi), lebih unggul signifikan dibandingkan kelas kontrol sebesar 0,4449 (kategori sedang). Pada ranah afektif, kelas eksperimen mencapai rata-rata 82,16 (kategori baik), lebih tinggi dari kelas kontrol yang bernilai 70,66 (kategori baik). Hasil uji *T-Test* memperoleh nilai signifikansi $< 0,001$. Disimpulkan bahwa *Flipped Classroom* berbantuan PDF dan *ZEPQuiz* efektif menjembatani masalah kesiapan belajar, serta meningkatkan pemahaman kognitif dan keterlibatan afektif siswa.

Kata Kunci: *Flipped Classroom*, *ZEPQuiz*, Berpikir Komputasional, Kognitif, Afektif.

ABSTRACT

THE EFFECTIVENESS OF THE FLIPPED CLASSROOM LEARNING MODEL IN IMPROVING COGNITIVE AND AFFECTIVE DOMAIN ENGAGEMENT OF CLASS X HIGH SCHOOL STUDENTS IN INFORMATICS SUBJECTS

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Low independence and active involvement of students are challenges in Informatics lessons on Computational Thinking. The Flipped Classroom model is a solution, but it is often hampered by a lack of readiness for independent learning. Therefore, this study aims to determine the effectiveness of the Flipped Classroom model assisted by PDF modules and ZEPQuiz interactive quizzes on improving students' cognitive and affective learning outcomes at Gajah Mada High School in Bandar Lampung. This quantitative study used a Quasi-Experimental Design method. Purposive sampling was used to divide the sample into experimental and control classes. Cognitive data were collected through tests, while affective data were collected through self-assessment, peer assessment, and observation. Data analysis used the Independent Sample T-Test and N-Gain. The results showed that the application of this model was effective. In the cognitive domain, the experimental class obtained an average N-Gain of 0.6883 (high category), significantly higher than the control class at 0.4449 (medium category). In the affective domain, the experimental class achieved an average of 82.16 (good category), higher than the control class, which scored 70.66 (good category). The T-Test results obtained a significance value of < 0.001 . It was concluded that the Flipped Classroom assisted by PDF and ZEPQuiz was effective in bridging learning readiness issues and improving students' cognitive understanding and affective engagement.

Keywords: *Flipped Classroom, ZEPQuiz, Computational Thinking, Cognitive, Affective.*